DOCUMENT RESUME

ED 083 119 SO 006 449

AUTHOR Oswald, James M.
TITLE Intercultural Social Studies Project for Secondary Schools. Annual Report.
INSTITUTION American Universities Field Staff, Inc., Hanover, N.H.
SPONS AGENCY Institute of International Studies (DHEW/OE), Washington, D.C.
PUB DATE 31 May 73
CONTRACT OEC-0-72-3576
NOTE 14p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Annual Reports; *Cultural Education; *Curriculum Development; Data Analysis; Educational Development; Educational Research; Evaluation; Field Studies; *International Education; Material Development; Models; Projects; Secondary Grades; *Social Studies

ABSTRACT

During the 1972-1973 school year the Intercultural Social Studies Project for Secondary Schools created and maintained a culture studies network involving 103 teachers and their students. More than 50 "Fieldstaff Perspectives" were designed in booklet, photograph, map, and simulation-games formats for field testing within the project network. Materials were prepared to meet a variety of reading ability levels (7-12), conceptual comprehension levels, and interest levels. Staff leadership resulted in the production and testing of materials, workshops for culture studies teachers, articles in professional journals, and newsletters, and the beginnings of a model or pedagogical framework for studying cultures. This was the first of a projected two-year developmental project (1972-1974) initiated jointly by the American Universities Field Staff and the Institute of International Studies of the United States Office of Education. (Author)

FILMED FROM BEST AVAILABLE COPY

ED 083119

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ANNUAL REPORT

Contract No. OEC-0-72-3576

James M. Oswald
American Universities Field Staff
3 Lebanon Street
Hanover, New Hampshire 03755

INTERCULTURAL SOCIAL STUDIES PROJECT FOR SECONDARY SCHOOLS

May 31, 1973

SO 006 449

U.S DEPARTMENT

OF

Institute of International Studies

- ABSTRACT -

During the 1972-1973 school year the Intercultural Social Studies Project for Secondary Schools created and maintained a culture studies network involving 103 teachers and their students. More than 50 Fieldstaff Perspectives were designed in booklet, photograph, map, and simulation-games formats for field testing within the project network. Materials were prepared to meet a variety of reading ability levels (7-12), conceptual comprehension levels, and interest levels. Staff leadership resulted in the production and testing of materials, workshops for culture studies teachers, articles in professional journals, and newsletters, and the beginnings of a model or pedagogical framework for studying cultures. This was the first of a projected two-year developmental project (1972-1974) initiated jointly by the American Universities Field Staff and the Institute of International Studies of the United States Office of Education.

ANNUAL REPORT

Contract No. OEC-0-72-3576

INTERCULTURAL SOCIAL STUDIES PROJECT FOR SECONDARY SCHOOLS

James M. Oswald, Principal Investigator
American Universities Field Staff
Hanover, New Hampshire

May 31, 1973

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Institute of International Studies

- TABLE OF CONTENTS -

	Page
Introduction	1
Methods and Procedures	2
Preliminary Results	5
Tentative Conclusions	7
Recommendations	10

APPENDIX MATERIALS

Appendix A	List of Field Test Teachers
Appendix B	Questionnaire for Field Test Teachers
Appendix C	Letter sent to each Field Test Teacher
Appendix D	Inventory of Fieldstaff Perspectives in Teaching-Learning Packet, MAN AT AQ KUPRUK: A TOWN IN NORTHERN AFGHANISTAN
Appendix E	Evaluation Form for Field Test Teachers
Appendix F	List of Evaluators for the Project
Appendix G	Newsletters #1 through #5
Appendix H	Analyses of Data from Field Tests of Fieldstaff Perspective, "Witchcraft and Sorcery in Tanzania"
Appendix I	Analyses of Data from Field Tests of Fieldstaff Perspectives, "La Parada, Lima's Market."
Appendix J	Article "Intercultural Social Studies" by James M. Oswald and Manon L. Spitzer, published in Indiana Studies Quarterly, XXVI, 1, Spring 1973

INTERCULTURAL SOCIAL STUDIES PROJECT FOR SECONDARY SCHOOLS

INTRODUCTION

Though culture studies have long been included in secondary school social studies curricula, these have not tended to use any coherent framework for presentation and analysis, nor have the materials for student use been adequate. Observing these problems, the American Universities Field Staff proposed and has systematically investigated student and teacher perceptions of need in developing a series of culture study materials for secondary school classroom use.

Fieldstaff Perspectives have been designed to meet needs resulting from the following problems typical of culture study materials:

1. Reading levels are too high.
2. Textbooks are a massive hurdle for many students.
3. Illustrations often are not related to textual material.
4. Geographic perspectives are unclear.
5. The "time" context in which observations are written is unclear.
6. Readers are given conclusions instead of being encouraged to generate their own.
7. Students all read the same information instead of being provided with alternatives with different topics, themes, and difficulty levels.

During the 1972-1973 school year, the Intercultural Social Studies Project for Secondary Schools involved its staff, 103 field-test teachers, and professional evaluators in creating, testing in grades 7-12, and revising more than fifty Fieldstaff Perspectives in several formats. On the basis of student and teacher responses, these materials will be revised for even greater clarity and usability while still more Fieldstaff Perspectives are being designed and field-tested.

The methods and procedures, preliminary results, tentative conclusions, and recommendations are presented in the following sections.

METHODS AND PROCEDURES

A network of cooperating field-test teachers was organized. These ranged from experienced to beginning teachers in a variety of social and economic situations. Appendix A contains a list of the 103 secondary teachers arranged by their geographical location. Appendix B contains the questionnaire to which each responded as a precondition for participating in the ICSSP Field-Test Teacher Network. Appendix C contains a copy of the letter received by each participating teacher. Though it was originally planned that the network would be organized by January 1, 1973, some teachers did not actually begin participating until later.

Initially, each teacher received a classroom set of one Fieldstaff Perspective, a booklet. Suggestions for using the booklet in classroom activities were provided. An evaluation sheet permitted teachers and students to report their perceptions, value judgments, and other observations to the ICSSP staff.

Then, each teacher received a set of three interrelated Fieldstaff Perspective booklets. Suggestions for classroom use and an evaluation form were provided.

This was followed by a packet containing five Fieldstaff Perspectives. These were not directly related and they required more teacher preparation time and student analysis in order to draw out the intercultural relationships in five separate cultures around the world.

A comprehensive and interrelated Teaching-Learning Packet, MAN AT AQ KUPRUK: A TOWN IN NORTHERN AFGHANISTAN was then sent to each participating teacher. These 22 Fieldstaff Perspectives are listed in Appendix D. They include written material, (word essays, word-picture essays, and picture essays), photographs, color prints, photographic slides, maps, and two simulation-games permitting students to role play some aspects of life in Aq Kupruk. Each teacher also received an evaluation form but no specific instructions for using the materials in their classrooms. Later, a set of three "moral dilemma" activities related to Aq Kupruk were sent to each teacher for discussion with their students.

A second comprehensive Teaching-Learning Packet, SOUTHEAST ASIA: AMIDST DIVERSITY IS UNITY POSSIBLE? was

then sent to field-test teachers for evaluation by them and their students. Included were thirty-four Fieldstaff Perspectives. These ranged from written materials (word picture essays) to photographic slides, color prints, maps, and three simulation-games focusing on Southeast Asia. Suggestions for teachers were provided and responses were submitted on the evaluation form which was provided in each packet.

The evaluation forms used during the 1972-1973 field tests are provided in Appendix E.

Throughout the year, all teachers received the same information and materials. Those who could not make use of the materials at the time were encouraged to share them with a colleague who could. No teacher was required to use any materials, but to attempt to integrate Fieldstaff Perspectives with their own curriculum and those of the states, counties, school districts, and schools in which they were teaching.

It was thought that usage in grades seven through twelve would simulate the reading abilities and range of conceptual maturity found in most ninth and tenth grade social studies classes. Urban, suburban, and rural schools were involved in the field tests and every effort was exerted to get responses from learners in difficult situations. Typical teachers with typical students in typical schools participated in the field-test development project. As was desired, there was great variety in people, usage of the materials, and in the evaluation responses.

In addition to evaluation by students and teachers, the materials were also analyzed by social studies supervisors, professors of educational methodology, reading experts, human development psychologists, and others. A list of the formal evaluators is provided in Appendix F. Informal evaluations are contained in the voluminous correspondence file maintained by the project staff.

A monthly Intercultural Social Studies Project Newsletter was instituted in January 1973, and continued through a sixth issue in June. Newsletters #1 through #6 are included in Appendix G.

A series of culture study workshops were conducted in association with professional meetings and also with field-test teachers on an exclusive basis. Staff were thereby involved in the annual meetings of the New York State Council for the Social Studies, the National Council for the Social Studies, the North East Regional Conference for the Social Studies, the Southeast Regional Conference for the Social Studies, and the Lucerne Valley

[Pennsylvania] Council for the Social Studies. Staff met, in addition, with individuals and small groups throughout the network of participating teachers and school systems.

The preliminary results of the 1972-1973 development and field tests are reported in the next section. These are followed by tentative conclusions and recommendations.

PRELIMINARY RESULTS

Data analysis will continue through the summer of 1973 and will be the basis on which materials will be revised. However, it is possible to describe some of the results of the 1972-1973 development and field test of 56 Fieldstaff Perspectives and a pedagogical framework for studying cultures.

The project is apparently successful in the view of secondary students and their teachers. Formal evaluators have made more specific suggestions for revisions than teachers and these have, as one would expect, been related to their particular discipline orientation or previous experience.

Teachers and students report that readability, interest, and motivating factors are present in the substance and format of the new Fieldstaff Perspectives. It appears that there is a correlation between the degree of revision and teacher-student interest. That is, totally new and completely revised materials seem to be perceived as more useful among secondary teachers than the original documentation on which the Fieldstaff Perspectives are based. This is no surprise. Indeed, it is tentative substantiation of the hypothesis on which the Intercultural Social Studies Project was designed, i.e., materials for school use must meet different criteria than scholarly papers written for academic audiences.

Roughly speaking, the higher the percentage of illustrations such as photographs and maps, the more positive the student and teacher response. And, the greater the amount of activity in the materials, tentatively speaking, the more positive the response. Hence, simulation-games involving role playing apparently stimulate greater interest than, to point out the extreme, lengthy, complex, and nonillustrated readings.

Appendices H and I provide analyses of the data from the first two fields tests which involved evaluation of a single Fieldstaff Perspective, "Witchcraft and Sorcery in Tanzania," (Appendix H) and evaluation of a set of three, each related to "La Parada, Lima's Market," (Appendix I). These results are tentative and preliminary but have been of great assistance in designing the new formats contained in the two later Teaching-Learning Packets, MAN AT AQ KUPRUK: A TOWN IN NORTHERN AFGHANISTAN, and SOUTHEAST ASIA: AMIDST DIVERSITY IS UNITY POSSIBLE?

Any worthwhile project should generate more than just product results. The staff feel that a common purpose facilitated their developing into a cooperative and coordinated team. This seems to have translated into an increasing refinement of the format and products though in and of itself this result is of value.

While there is no indisputable evidence that student-teacher relationships have been enhanced by participation in the project, the correspondence, notes on evaluation forms, telephone conversations, and workshop results seem to suggest that the interactions generated by the project were almost exclusively positive in nature. A part of this so-called "Hawthorne Effect" whereby people involved in experimental situations perform at a higher level than before the experimental conditions were introduced. Whatever the cause, it is good to be able to report that the project generated no squabbling and was perceived as beneficial by students and teachers and evaluators and staff.

Individual formal evaluators were able to assist by identifying minor discrepancies as, for example, when two reports were inconsistent from one level to another in a particular essay.

Some used all of the suggestions for teachers. A few used none but most used many of these ideas. The evidence is not yet clear as to whether it is better to provide extensive or few suggestions for using materials. It is much clearer, however, that the most desirable introduction to the materials is through actual participation, using them while role playing one's own students. Thus, the workshops seemed most successful because participating teachers could gradually become acquainted with materials by handling and actually using them. This finding is not surprising. But its implications for all funding agencies and materials developers are almost overwhelming. It suggests a much greater investment of time, capital, and energy in introducing new programs than has often been the case in the past. For maximum effect, a field-test teacher network can benefit from personal contacts between staff and teachers. And teachers can benefit from familiarization workshops which pull them away from regular classroom duty and require the planning of future classroom events.

Feasibility is essential and the one year activities of project staff have more than satisfied any doubts that practical and substantial teaching-learning materials could be developed through utilization of the American Universities Field Staff resources. Not only has the project demonstrated its feasibility, but it has probably "opened some new doors" to future opportunities.

TENTATIVE CONCLUSIONS

As has been pointed out, the Intercultural Social Studies Project for Secondary Schools was and is feasible. But that is not to say the task is easy nor that it has been possible to meet every objective originally conceived.

One obvious conclusion is that the staff and field test teachers have gained momentum with each passing month. The ending of a school term comes as a halting point and is somewhat disappointing. Hopefully, a large number of students feel the same way and their interest in culture study will continue through the summer. Hopefully teachers too will take advantage of the summer interlude and prepare for the very best performance next school year. Inasmuch as teachers themselves have possession of the Field-staff Perspectives, the likelihood is increased that they will take the materials home and to summer school with them. It seems desirable to follow up next fall with an inquiry into whether and how the Intercultural Social Studies Project affected students and teachers during their nonschool summer involvements.

It is extremely difficult to consider all perspectives when writing and composing illustrated reading material for secondary school students. Balancing accuracy, style, motivation, cognitive level, and limited space is no small task. No wonder publishers employ such large staffs and pass each item through many stages of development. The project staff simply could not have produced more Field-staff Perspectives during a year. Even with the expertise and momentum gained this year it seems unwise to promise greater production next year.

Another conclusion is that there is a natural order, a logical sequence in at least some things and culture studies materials are included among them. Stages of effort and attention are essential. A pedagogical framework for culture studies could not be completed before developing the materials themselves. They are not mutually exclusive affairs either. Therefore, objectives and models of probable use were included in earlier reports. As the ideas developed they were written and rewritten and a "spring 1973" version appeared in an article, James M. Oswald and Manon L. Spitzer, "Intercultural Social Studies: A Project for Secondary Schools," Indiana Studies Quarterly, XXVI, 1, Spring 1973, 65-83. It is included in Appendix J. Of the several models it suggests, the three of immediate value

in using AQ KUPRUK: A TOWN IN NORTHERN AFGHANISTAN and SOUTHEAST ASIA: AMIDST DIVERSITY IS UNITY POSSIBLE,? materials are the following:

- CULTURE STUDY MODELS -

I. DIMENSIONS

intercultural = between cultures (comparative)
intracultural = within a culture (breadth)
Infracultural = within a culture (depth)

II. TIME

	PAST	PRESENT	FUTURE
intercultural			
intracultural			
infracultural			

III. PERCEPTIONS

1. one's own perception of one's own culture
2. one's own perception of another culture in which one lives
3. one's own perception of another culture in which one has lived
4. one's perception of another culture in which one has not lived
5. another's perception of one's own culture in which the other lives
6. another's perception of one's own culture in which the other has lived
7. another's perception of one's own culture
8. one's own perception of one's own culture while living in another culture

These three models can, of course, be integrated into a single one and both have provided criteria for the Field-staff Perspectives which have been developed for the two Teaching-Learning Packets.

It is premature to conclude that integrated self-contained packets are preferable to permitting teachers

to select from a list of titles and receive only those selected. It seems likely, however, that the project is demonstrating that distribution of the packets is both simpler and least expensive. In the end, students and teachers do make selections. In this project they have been permitted to "select on site" instead of "by mail order lists." Of all the possibilities, "selecting on site" seems the most desirable. In the one instance in which field-test teachers were invited to request items by title only, the response was numerically small. And of those requests received, most asked for many more copies of each item than could be called useful or justifiable. Therefore, there seem to be no reasons to modify the plan of developing interrelated culture study packets instead of individual titles. Logistically, economically, and educationally, units seem preferable.

Personal contact, relaxed conferences, and informal correspondence seem to warrant being continued as aspects of the project.

The clearer and simpler the response sheets have been, the higher has been the response. Yet, there is a point where while response is high, its potential meaningfulness is low. Therefore it seems wise to continue to be satisfied with incomplete responses and to encourage "written" as well as "check list" response requests.

But the major conclusion is substantive. It is simply that it is worthwhile to continue translating the diverse and complex phenomena of culture into formats understandable and of interest to young people. And it seems likewise of value to avoid presenting conclusions but rather to stimulate students to generate their own conclusions and to test these cultural hypotheses with those of others -- scholars, teachers, parents, and peers.

- RECOMMENDATIONS -

At the end of the first year of experience it seems justifiable to recommend continuation of the Intercultural Social Studies Project for Secondary Schools. A comparison of the original proposal with the actual accomplishments of the project lead the staff to feel good about their performance as a culture studies team.

It would be desirable to have another associate investigator, perhaps in the northeast or north central states. Additional central staff would also be desirable if budget could permit.

Otherwise, it is recommended that the strategies begun during 1972 and 1973 be continued, that the momentum generated thus far be continued, and that the openness to experiment with different formats and conceptualizations of culture studies be continued.

ICSSP NETWORK TEACHERS

ALABAMA

Mrs. Wynell Burroughs
Tuscaloosa High School
915 15th Street
Tuscaloosa, Alabama 35401

Frank J. Coleman
1120 North Drive
Mobile, Alabama 36605

James Hudson
Druid High School
1715 32nd Avenue
Tuscaloosa, Alabama 35401

George M. Jackson
913 N. Wilson Avenue
Prichard, Alabama 36610

Mrs. Linda Pearl Jones
905 15th Street
Tuscaloosa, Alabama 35401

Mrs. Arcola B. King
2263 St. Stephens Road
Mobile, Alabama 36617

Mrs. Irene Little
Tuscaloosa High School
905 15th Street
Tuscaloosa, Alabama 35401

Gary C. McGill
Austin High School
Danville Road
Decatur, Alabama 35601

Louise P. Minton
Austin High School
Danville Road
Decatur, Alabama 35601

Mrs. Margaret B. Nettles
Box 6
Grand Bay, Alabama 35641

Mrs. Charlene Patrick
Tuscaloosa High School
905 15th Street
Tuscaloosa, Alabama 35401

Richard Wallace Rhone
Tuscaloosa High School
905 15th Street
Tuscaloosa, Alabama 35401

Linda G. Tedder
Decatur High School
Decatur, Alabama 35601

Mrs. Ruby K. Thompkins
100-S Carlen Street
Mobile, Alabama 36606

Mrs. Evelyn I. Timberlake
Decatur High School
Decatur, Alabama 35601

CALIFORNIA

Kenneth G. Crump
Department Chairman, SS
Homestead High School
P.O. Box F
Sunnyvale, California 94087

Ellise L. Holman
46 Oak Mtn. Ct.
San Rafael, California 94903

Stephen R. Holman
Redwood High School
Larkspur, California 94939

Daysie R. Holt
Cupertino High School
P.O. Box F
Sunnyvale, California 94087

COLORADO

Jack Fiedler
Scott Carpenter HS
7031 Lipan Street
Denver, Colorado 80221

CONNECTICUT

Mr. Rosario Lucca
Secondary School
470 Maple Avenue
Hartford, Connecticut 06114

FLORIDA

Mrs. Rose Marie Coe
Miami Norland Sr. High School
1050 NW 195 Street
Miami, Florida 33169

Mrs. Elizabeth W. Ransom
540 S. Hercules Avenue
Clearwater, Florida 33516

Mrs. Lessie Rochelle
Horace O'Bryant JHS
1105 Leon Street
Key West, Florida 33040

Mrs. Brenda Stevens
Key West High School
2100 Flagler Avenue
Key West, Florida 33040

Mrs. Carol Miranda
Secondary School
1801 N.W. 60th Street
Miami Florida 33142

GEORGIA

Mrs. Anne Bradberry
Gordon High School
2190 Wallingford Drive
Decatur, Georgia 30032

Mr. Tom Davis
Stone Mountain High School
5265 Mimosa Street
Stone Mountain, Georgia 30084

Mrs. Rosa R. Hadley
681 Fielding Lane, S.W.
Atlanta, Georgia 30311

Miss Margaret Lambert
Sylvan High School
1461 Sylvan Road, SW
Atlanta, Georgia 30310

Mrs. Mary B. Mangham
1080 Euclid Avenue, NE
Wm. A. Bass High School
Atlanta, Georgia 30307

Mr. George Meadows
Walker High School
1804 Bouldercrest Rd., SE
Atlanta, Georgia 30316

Miss Donna Miller
Tucker High School
5036 La Vista Road
Tucker, Georgia 30084

Mrs. Carolyn S. Powell
3399 Collier Drive, NW
Atlanta, Georgia 30331

Hilton Smith
165 Walker Street, S.W.
Atlanta, Georgia 30324

Ms. Beth Stedman
North Fulton High School
2290 North Fulton Drive, NE
Atlanta, Georgia 30305

Mr. Fred Terry
Lakeside High School
3801 Briarcliff Road, NE
Atlanta, Georgia 30329

INDIANA

Mrs. Carol S. Lehman
East Columbus Street
Martinsville, Indiana 46151

Joan Mower
Secondary School
4901 W. Gadsen
Indianapolis, Indiana 46224

James L. Nay
Columbus East High School
Marr Road
Columbus, Indiana 47201

MARYLAND

Ben F.Collins
Secondary School
Piscataway Road
Clinton, Maryland 20735

Theodore A.MacDonald
Secondary School
10,000 Allentown Road
Oxon Hill, Maryland 20022

MASSACHUSETTS

Mr. Ronald N. Normand
Old Rochester Regional JHS
Marion Road
Mattapoisett, Massachusetts 02739

Edward J. Walsh
Old Rochester Regional JHS
Marion Rod
Mattapoisett, Massachusetts 02739

MICHIGAN

Sister Barbara Kearins
Academy of the Sacred Heart
1250 Kensington
Bloomfield Hills, Michigan 48013

MINNESOTA

Gene Mechelke
Morris Senior High School
401 University Avenue
Morris, Minnesota 56267

NEW HAMPSHIRE

John P. Guarino
Bank Street JHS
Lebanon, New Hampshire 03766

Frank Miles
Hanover High School
Hanover, New Hampshire 03755

Paula I. Wakelin
Bank Street JHS
Lebanon, New Hampshire 03766

NEW YORK

Joanne Balzar
Thomas Speedy
W. David Moore
H.W. Schroeder High School
875 Ridge Road
Webster, New York 14580

Frederick Craven
Northpower High School
Lauril Hill Road
Northport, New York 11768

Mrs. Judith Crossing
Wilson Junior High School
501 Genesee Street
Rochester, New York 14611

Sybil Davis
North Syracuse High School
North Syracuse, New York 13212

Charles D. Fallon
Frederick Douglass JHS
940 Fernwood Park
Rochester, New York 14609

Mrs. Verna S. Fancett
Jamesville DeWitt High School
DeWitt, New York 13214

John Anthony Fodera
200 Clinton Avenue
Staten Island
New York 10301

Barbara R. Francis
Secondary School
164 Alexander Street
Rochester, New York 14607

Bruce G. Grieshaber
W. Genesee Sr. High School
5201 W. Genesee Street
Camillus, New York 13031

Mrs. Cathy Gruner
Van Antwerp Middle School
Story Avenue
Schenectady, New York 12309

Helen M. Killory
Clary JHS
Amidon Drive
Syracuse, New York 13202

Charles Kochheiser
H.W. Schroeder High School
875 Ridge Road
Webster, New York 14580

Robert J. Lalley
Cicero High School
Route 31
Cicero, New York 13039

Bertram L. Linder
Adlai Stevenson HS
Lafayette Avenue
Bronx, New York 10473

Robert Lomicka
9th Grade School
East Syracuse-Minoa
Minoa, New York 13116

Conrad H. Peacock
Corcoran High School
919 Glenwood Avenue
Syracuse, New York 13207

Sidney A. Royden
South Shore High School
6565 Flatlands Avenue
Brooklyn, New York 11236

Ida Spirawk
319 Highgate Avenue
Buffalo, New York 14215

Richard W. Streb
Northport High School
Northport, New York 11768

Miss Aino Turu
Wilson Junior High School
501 Genesee Street
Rochester, New York 14611

Mrs. Ellen Yokel
Wilson Junior High School
501 Genesee Street
Rochester, New York 14611

NORTH CAROLINA

Mrs. Jane Allston
Stanford JHS
Hillsborough, North Carolina 27278

Mrs. Earle M. Hutchins
Route 1
Elon College
North Carolina 27244

Dr. Helen Miller
High Point Central HS
801 Ferndale Blvd.
High Point, North Carolina 27262

OREGON

Richard Mase
Adams High School
5700 NE 39th Avenue
Portland, Oregon 97211

PENNSYLVANIA

Lawrence R. Davis
Lower Merion High School
245 Montgomery Avenue
Ardmore, Pennsylvania 19003

Daniel L. DiBono
Montgomery & Church Road
Ardmore, Pennsylvania 19003

Thomas Fisher
Harriton High School
Rosemont, Pennsylvania 19010

Richard W. Musser
Secondary School
2179 S. Queen Street
York, Pennsylvania 17402

Sister Diana Taufer
Canevin High School
2700 Morange Road
Pittsburgh, Pennsylvania 15205

RHODE ISLAND

Charles G. Gosselin
Moses Brown School
250 Lloyd Avenue
Providence, Rhode Island 02906

TENNESSEE

Jim Duncan
Ridgeway High School
2009 Ridgeway Road
Memphis, Tennessee 38138

Farley M. Hill
3124 Ladbrook Drive
Memphis, Tennessee 38338

Josephine Hughes
Treadwell High School
920 N. Highland
Memphis, Tennessee 38122

Jacquelyn L. Irvine
2870 Deadrick
Memphis, Tennessee 38114

Ms. Mary Maskey
Overton High School
1770 Lanier Lane
Memphis, Tennessee 38117

Mrs. Catherine C. Pickle
1591 Pennsylvania Avenue
Memphis, Tennessee 38109

Mrs. Wilma Trezevant
Overton High School
1770 Lanier Lane
Memphis, Tennessee 38117

Robert Lee Waller
3200 Mt. Olive
Memphis, Tennessee 38108

TEXAS

Vernon Lee Norris
1501 Quincy
Plainview High School
Plainview, Texas 79072

VERMONT

Martin Smit
Oxbow High School
Bradford, Vermont 05033

WEST VIRGINIA

Ronald E. Alvaro
P.O. Box 788
Keyser High School
Keyser, W. Va. 26726

David Cooper
Petersburg High School
Petersburg, W. Va. 26847

Allan T. LaRue
Piedmont High School
2nd Street
Piedmont, W. Va. 26750

Joseph Painter
Petersburg High School
Petersburg, W. Va. 26847

Mr. David Jones
Petersburg High School
Petersburg, W. Va. 26847

Virginia E. McKenzie
Fort Ashby High School
Fort Ashby, W. Va. 26719

Linton Sites
Petersburg High School
Petersburg, W. Va. 26847

CANAL ZONE

Joe Norton
Balboa High School
Box C
Balboa, Canal Zone

CANADA

Mr. James W. McColeman
College Heights, S.S.
371 College Avenue, W
Guelph, Ontario
Canada

N. Paul Sabharwal
Ft. Saskatchewan HS
P.O.Box 1262
TOB 1PO
Fort Saskatchewan, Alberta
Canada

MEXICO

Mrs. Beverlee Van Der Mersch
Missouri 555 Ote
Col. Del Valle
Nuevo Leon, Mexico

APPENDIX B

AMERICAN UNIVERSITIES FIELD STAFF
Intercultural Social Studies Project

If you would like to participate as a teacher in the field tests of AUFS Intercultural Social Studies Project materials, please complete and return this form in the envelope provided. You will receive a reply indicating whether or not your application is selected. The information you provide will be treated as confidential material and used only in selecting participants for the AUFS, ICSS Project.

Name _____

School Mailing Address _____

School Telephone _____

Home Mailing Address _____

Home Telephone _____

Grade Levels, Subjects Taught, and Number of Students

6
7
8
9
10
11
12

HAVE YOU PREVIOUSLY PARTICIPATED IN FIELD TESTING SOCIAL STUDIES MATERIALS? PLEASE DESCRIBE. _____

_____

HAVE YOU UTILIZED A PEDAGOGICAL FRAMEWORK IN STUDYING CULTURES? PLEASE DESCRIBE _____

_____

WOULD A PEDAGOGICAL FRAMEWORK FOR STUDYING CULTURES BE HELPFUL IN YOUR TEACHING? _____

WHAT WOULD BE THE BEST DAYS AND MONTHS FOR A WORKSHOP ON INTERCULTURAL STUDIES IN YOUR AREA? _____

Circle Degrees Earned: BS BA MS MA

Circle Years of Teaching: 1- 3 4- 6 7- 9 10-12 13-15
16-18 19-21 21-30 31-40 40-50

SUBJECT MOST PREPARED TO TEACH: _____

SUBJECT MOST WANT TO TEACH: _____

TRAVEL EXPERIENCE INCLUDES _____

_____

DESIRED FUTURE TRAVEL EXPERIENCES INCLUDE

In each column below, circle the one category most descriptive of the situation in which you teach, or write in another choice. (This project seeks to work with a population which is representative of the southeastern and northeastern United States.)

Inner City	High Income Levels	Increasing Population
Urban	Median Income Levels	Stable Population
Suburban	Low Income Levels	Decreasing Population
Rural	Mixed Income Levels	

MY STUDENTS ENGAGE IN INTERCULTURAL STUDIES ON A REGULAR DAILY WEEKLY MONTHLY INTERMITTENT BASIS (Circle the most descriptive word).

COMPLETE THE FOLLOWING STATEMENTS:

Reasons why I would like to participate in a field test of intercultural materials include _____

My students most need intercultural studies materials which _____

Particular advantages our school can provide include _____

Any additional comments or questions may be written below. Many thanks for your interest. Please return this form to: American Universities Field Staff, 3 Lebanon Street, Hanover, New Hampshire 03755.

APPENDIX C

American Universities Field Staff

3 Lebanon Street, Hanover, New Hampshire 03755

Telephone (603) 643 2110
(212) 986 6723
Cable: AUFSTAFF Hanover

Intercultural Social
Studies Project

Dear Colleague:

We are writing to inquire of your interest in participating in a field test of intercultural social studies materials. Participation will involve using AUFS materials in some of the classes which you teach. We would expect feedback from you and from students as to the interest and usefulness of the materials. And we would hope that you could attend teacher orientation conferences planned for your area and we would, of course, make proper arrangements with local school administrators.

We are looking for professional educators who will work with us in refining intercultural study materials and a pedagogical framework for studying cultures. Over the next few years we want to make a positive contribution in this area. This will require actually trying materials to see what works ... and with whom. We are committed to developing materials for a wide range of student interests and abilities. These materials must also preserve the integrity of the cultures which they represent.

Though this school project is new, the American Universities Field Staff has, since 1951, been serving colleges and universities with Fieldstaff Reports. Over a thousand of these are in print. Sixty of these Reports are prepared each year by American scholars in residence in countries of the non-Western world. About twenty of the Reports have been rewritten for secondary school students and these Fieldstaff Perspectives booklets have had considerable success. Now, with the assistance of a grant from the Institute of International Studies of the United States Office of Education, the AUFS plans to systematically develop new intercultural studies materials which are appropriate for use by secondary school students. These field tests and teacher conferences will be centered in the southeastern and northeastern

UNIVERSITY MEMBERS: University of Alabama · Brown University · California Institute of Technology · Dartmouth College · University of Hawaii
Indiana University · University of Kansas · Louisiana State University · Michigan State University · Tulane University · University of Wisconsin

New York Office: 535 Fifth Avenue, New York, N.Y. 10017 · YUkon 6-6722

United States. A few teachers from other regions will also be involved. Thus we will be able to develop materials in and out of the United States and secure feedback from using students, using teachers, American scholars abroad, and teachers in other cultures as well. To our knowledge, no previous social studies project has used such a comprehensive intercultural evaluation system. You can help in this unique intercultural endeavor.

The ICSS Project is headquartered in the AUFS office in Hanover, New Hampshire. This staff will be responsible for overall field testing and for the northeastern region. In the southeastern region, another office and smaller staff will be associated with the International Programs of the University of Alabama School of Education.

If you would like to field test intercultural study materials and will cooperate in gathering student responses to these materials, then please complete the attached form and return it in the enclosed envelope. We will put together a network of selected field test teachers and notify you of our decision as quickly as possible.

Sincerely,

James M. Oswald

James M. Oswald
Intercultural Studies
Social Studies Project

JO/et
Enc.
A stamped and addressed return envelope is enclosed for your use.

MAN AT AQ KUPRUK
INVENTORY

Appendix D

NO./BOX	ITEM
1	AQ KUPRUK: A COLOR TRANSPARENCY PERSPECTIVE
1	AQ KUPRUK: A COLOR PRINT PERSPECTIVE
1	AQ KUPRUK: A TOWN IN NORTH AFGHANISTAN (gold)
1	DYNAMICS OF POPULATION IN AFGHANISTAN (red)
1	AQ KUPRUK: A PHOTOGRAPHIC PERSPECTIVE (five photos in envelope)
1	PILGRIMAGE: HADJ TO MECCA: A SIMULATION GAME Envelope includes: 1 game board, 28 money sheets (Afghanis), 1 each of trouble and satisfaction sheets.
1	A DAY AT THE AQ KUPRUK BAZAAR: A SIMULATION GAME Envelope includes: 1 photograph, 7 money sheets (Afghanis), 1 each of farmer, nomad, and shopkeeper need sheets, and 1 each of farmer, nomad, and shopkeeper merchandise sheets.
1	AQ KUPRUK: A VISUAL PERSPECTIVE
1	AQ KUPRUKIS AT WORK: PHOTOGRAPHIC SCENES
1	POPULATION DYNAMICS IN AFGHANISTAN
1	NOTES ON THE AQ KUPRUK BAZAAR
1	POWER AND STATUS IN AQ KUPRUK
1	AQ KUPRUK: AN ANCIENT VILLAGE IN CENTRAL ASIA
1	BELIEFS AMONG AQ KUPRUKIS
1	FARMING AND GARDENING: AQ KUPRUKI AGRICULTURE
1	NOMADS AND AQ KUPRUK
1	FACES OF AQ KUPRUK
1	ISLAM: THE HADJ AND THE MULLAH
3	WHERE ARE THE WOMEN AT AQ KUPRUK?
3	BAZAAR AT AQ KUPRUK
3	THE TOWN OF AQ KUPRUK
15	MAN AT AQ KUPRUK (map insert)